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Montana SCHOOLS

January/February 1993

Newsletter of the Montana
Office of Public Instruction
Nancy Keenan, Superintendent
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Internships 2
Internships in administration and guidance available.

Assessment 3
Norm-referenced tests: What are they good for? How can you get useful results?

Apprenticeships; fellowships 4
MSU offers apprenticeship science program for minority students, fellowships for minority high school science teachers.

Technology 4
Hellgate Elementary leads the way in networking classrooms; 1993 Distance Learning & Technology Conference.

What Works 5
Steppin' out at Roundup's Central Elementary.

The Quincentenary 5
1993 has been designated as the International Year for the World's Indigenous People.

Field Notes 6
A teacher and a student offer perspectives on A Presidential Classroom for Young Americans; another teacher offers advice on studying native plants.

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Deborah Reyhner of Billings worked in a microbiology laboratory last summer as part of the Minority High School Apprenticeship Program at Montana State University. More apprenticeships are offered this summer. Story on page 4. (MSU photo by Victoria Enger).

The '93 legislature searches for efficiency, equity

The challenge of providing a school funding system that is both efficient and equitable has become the "talk of the town" in Montana's education and legislative circles this session.

On one side of the debate, some people believe millions of dollars can be saved simply by making the school funding system more efficient. On the other side, some feel efficiency decisions should be left in the hands of local school districts while the state focuses on providing an equitable tax system to generate school funding. For most participants in the discussion, the solution lies somewhere in the middle.

The middle ground is where most legislators seem to stand this session. Given the $450 million dollars that the legislature appropriates to local school districts annually in the form of foundation program and guaranteed tax base aid, special education funding, and transportation reimbursements, most legislators feel compelled to establish spending and accountability controls. At the same time, most want to give districts the flexibility to maintain the high level of educational achievement that Montana students have demonstrated.

The efficiency issue

"How do we effectively deliver educational programs and services in changing times with limited resources?" That's the central question on the efficiency side of the debate. Words such as simplification, flexibility, accountability, reorganization, cooperation, and occasionally, consolidation, fill this debate.

Several legislative proposals try to gain efficiencies by changing funding mechanisms and revising school district fund structures. The efficiency debate has brought the issue of school district organization into the spotlight.

Among the "reorganization" bills is one requested by the Office of Public Instruction. This bill would require every elementary district to form a joint board with its overlying high school district by the end of the 1994-1995 school year. While current elementary and high school districts would continue to exist separately, the joint boards would be able to discuss common issues, and share resources and support services.

"The goal of the legislation is to provide a vehicle for elementary and high districts to make joint K-12 decisions," said Dori Nielson, education analyst at the Office of Public Instruction. "If the joined districts can establish trust and a track record for good working relationships, we hope that over time they take the next step of unifying into K-12 districts. The feedback has been positive from districts that established K-12 districts in response to legislation passed in 1991. Our legislative package this session expands opportunities for districts to move in the direction of K-12 planning and programming."

The equity issue

The equity side of the debate focuses on the question, "What does it mean to guarantee equal educational opportunity to each person in Montana?" While educators and lawmakers await a district court ruling regarding the constitutionality of Montana's present school funding system, legislation to revamp the school funding system is surfacing. This legislation seeks to adjust the funding system from either the "student equity" angle or the "taxpayer equity" angle.

"Student equity" has been defined in various circles as 1) closing the per-pupil expenditure gap between school districts unless these variations are justified by identifiable, educationally-relevant factors, such as school size or special education programs; and 2) minimizing disparities in outcome-based measures (such as test scores, dropout rates, and career success measures).

In these financially tight times, it is not surprising that the student equity proposals in the legislature tend to impose limits

(Continued on page 2)

Message from Nancy Keenan

Big changes are afoot in the halls of the state capitol as the legislature attempts to solve the state's budget crisis. For education, "business as usual" may go the way of the dinosaur.

Some of the changes being suggested feel threatening to us as educators. Measures have been proposed that would rock our boats and gore our sacred cows. School consolidation and unification bills have been proposed. We are seeing bills that would take power away from some members of the education community and give power to others. Some bills would eliminate entire positions within the educational system. We face a potential cut of about $14 million per year in state equalization aid over the next biennium.

There is more behind these bills than just the budget deficit. Public perception has also played a role. Lately, the public and the legislature tend to see education as a dynasty that refuses to change with time. We know otherwise. Education has changed dramatically over the last years. Still, some people want change to happen more quickly. They want more accountability, more efficiency, and more equity in education, and they want it now.

Rapid change can create a siege mentality. When faced with such change, there is a great temptation to hunker down and fight back. But educators can't afford that luxury now. We must stand up and be counted, take part in the debate, be creative, suspend our disbelief, keep our minds open, give a little and take a little.

As educators, we strive to teach our students to think critically, analyze, weigh all sides of an issue, and draw thoughtful conclusions. That is precisely what we are challenged to do now. We can't avoid taking part in the debate and problem-solving process. And we can't simply oppose new ideas; we must be prepared to offer alternative solutions. Although we will experience fear, frustration, and at times, confusion, we are all called upon to help hammer out creative solutions. Montana's current situation demands a new level of cooperation.

In the spirit of that new cooperation, Governor Racicot and I are working together to find solutions to the state's budget crisis that won't shortchange Montana's children. As elected officials, the choices we face are difficult. Both of us will be pushed beyond our comfort zones. But both of us value public education, and we are committed to working the long, hard hours necessary to find solutions that are fair and workable.

Change is seldom a comfortable or tidy process. I don't know what form the change will take as the 1993 legislative session unfolds. But I do know this: As educators, we will either be part of the steamroller or part of the road.

Nancy Keenan

Internships in administration and guidance available

Teachers: Are you interested in becoming a principal or guidance counselor? You may want to investigate internship programs available through a cooperative project involving the Office of Public Instruction's internship program and participating Montana colleges and universities. This program is approved by the Board of Public Education.

Principal intern

Under the principal internship program, the Superintendent of Public Instruction may allow up to 12 experienced teachers to assume the duties of principal while completing a master's program in school administration. These teachers are allowed to function as principals without credentials and with no penalty to the school district.

The participating school district agrees to select a teacher who has the potential to become a principal but has been unable to enroll at a school that offers a master's degree in school administration. This teacher must meet the college's criteria for entrance into the administrative program. The local trustees agree to employ the teacher as principal (at least half time) while the teacher completes a planned, supervised program in school administration. The trustees agree to pay the teacher 80 percent of a fully qualified administrator's salary. A portion of the remaining money pays the university's supervisory costs and supports the teacher's development with his or her professional association.

For information, contact Dr. Keith Chambers at Montana State University or Dr. Jerry Lowe at the University of Montana.

Guidance Intern

The guidance counseling intern program operates essentially the same as the administrative internship. A school district enters into a cooperative agreement with Northern Montana College (Dr. Gerald Bekker, coordinator) or Montana State University (Dr. Richard Horswill, coordinator) for the teacher to pursue an endorsement in K-12 guidance and counseling. A share of the full salary may be used to provide college supervision and professional support.

Procedure

Interested teachers or district officials should contact the appropriate program coordinators on the campus of your choice and investigate program details and graduate school requirements. If you have further questions about the internships, contact Marilyn Roberts or Don Freshour at OPI (444-3150). Candidates must be identified by June 1, 1993. ■

Change in renewal unit application procedures

Educators, please take note: Effective March 1, 1993, applications for certification renewal unit activities must be submitted to the Office of Public Instruction 30 days prior to the program or activity.

The '93 legislature searches for efficiency, equity

(Continued from page 1)

on high-spending districts rather than trying to bring low-spending districts up to a higher level.

One such proposal, from Senator Tom Towe of Billings, would reduce per-pupil spending for high school districts by limiting the maximum foundation program funding per high school student to twice the amount provided to the largest high school districts in the state. Since the largest districts receive the lowest amount of per-pupil state funding, the bill would prevent the maximum per-pupil state expenditures from exceeding the minimum by more than a factor of two.

"Taxpayer equity" refers to the notion that equal effort (local mill [illegible]ught to generate equal yield (tax dollars). Montana's present funding system attempts to achieve some measure of taxpayer equity by guaranteeing that every elementary district in the state can generate at least $18 per pupil from each mill levied to fund the non-voted portion of its general fund budget and that every high school district can generate at least $46 per pupil from each mill levied.

"Despite these guarantees, only 75 percent of the revenues used to fund school district general fund budgets for the 1992-1993 school year are equalized revenues," said Nielson. According to Nielson, equalized funding sources are defined as sources that are available to every school district in the state and that are not dependent on local voter approval or district wealth. Foundation program entitlements and state special education funding are two examples of equalized sources.

Power equalization

"What is lacking in the present funding system is a 'recapture provision' for wealthy districts," according to State Superintendent Nancy Keenan. "We have a floor, but we have no ceiling. We subsidize property-poor school districts, but we do not pull money back from the property-rich districts."

To correct this inequity, Keenan explained, the Office of Public Instruction is drafting a legislative package that includes "power equalization." With power equalization, the state would take

(Continued on page 12)

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Norm-referenced tests: What are they good for? How can you get meaningful results?

Benjamin Franklin said two things in life are certain: death and taxes. Educators can add one more item to the list: norm-referenced tests. We've all had to take these tests, give them, or report their results to meet Board of Public Education requirements.

In the last issue of *Montana Schools*, we offered some suggestions for avoiding the "10 most abominable misuses of norm-referenced tests." In this issue, we'll take a closer look at what norm-referenced tests are and how to get useful results from them.

What are norm-referenced tests?

Norm-referenced tests sort test-takers along a continuum which compares their scores to the scores of a group of earlier test-takers (the "norming group") using the bell curve concept. Hence, norm-referenced test scores show how one test-taker compares with other test-takers; they don't indicate levels of achievement of educational objectives.

Commercial norm-referenced tests cover subject areas and grade levels in a broad fashion. Testing companies compile questions that cover material generally taught at specific grade levels. Time constraints and test size limit the number of skills and concepts that can be included; consequently, only a few items are used to determine "mastery" of a few skills or concepts.

Reporting test results

Each school district in Montana is required to report the results of norm-referenced testing to the Office of Public Instruction. In 1989, the Board of Public Education approved an administrative rule (10.56.101, ARM) requiring accredited schools to report the results of norm-referenced testing for students in grades 3, 8, and 11. The 1991-92 school year results have been compiled, and a report was given to the Board of Public Education in December of 1992.

Norm-referenced tests that may be used to respond to the reporting requirements are listed below:

- ITBS - Iowa Test of Basic Skills;
- TAP - Tests of Achievement and Proficiency (high school version of ITBS);
- CTBS - Comprehensive Test of Basic Skills;
- TASK - Tests of Academic Skills (high school version of CTBS);
- Stanford Test of Academic Skills;
- CAT - California Achievement Test;
- SRA - Science Research Associates;
- MAT - Metropolitan Achievement Test.

The ITBS, CTBS, Stanford, and their high school versions are taken by 95 percent of Montana students.

Montana norm-referenced test results, school year 1991-92

TEST INSTRUMENT	% taking test	READING AVE. NCE	LANGUAGE AVE. NCE	MATH AVE. NCE	SCIENCE AVE. NCE	SOCIAL STUDIES AVE. NCE
TAP - grade 11	43.0%	57.1	56.9	57.5	62.1	58.4
CTBS - grade 11	35.1%	57.1	56.2	58.3	60.1	59.5
Stanford - gr 11	18.7%	54.6	52.8	57.4	58.3	56.1
CAT - grade 11	1.8%	53.9	53.4	62.7	60.4	63.6
SRA - grade 11	1.4%	53.8	55.8	58.5	60.8	57.6
MAT - grade 11	0.1%	41.9	45.2	46.3	38.3	45.2
ITBS - grade 8	41.1%	57.5	57.6	54.8	62.5	58.9
CTBS - grade 8	37.1%	61.8	57.1	57.5	62.3	62.8
Stanford - gr 8	17.4%	54.7	53.0	56.4	57.9	54.4
CAT - grade 8	2.0%	56.8	54.5	56.7	62.8	62.6
MAT - grade 8	1.5%	54.0	50.5	56.6	57.7	53.9
SRA - grade 8	0.9%	56.3	55.4	55.6	58.8	55.8
ITBS - grade 3	45.0%	54.8	57.1	54.4	61.2	58.9
CTBS - grade 3	41.0%	60.6	57.1	59.6	61.2	59.4
Stanford - gr 3	8.8%	51.5	50.6	52.2	52.6	53.9
CAT - grade 3	2.7%	53.5	48.9	60.2	58.4	59.2
MAT - grade 3	1.4%	57.8	55.7	56.6	62.0	61.6
SRA - grade 3	1.1%	62.3	59.3	61.7	N/A	N/A

Scores for grades 3, 8 and 11 are compiled in National Curve Equivalents (NCEs), which represent equal intervals scaled from 1 to 99. Fifty percent of students in the national norming group scored at the fiftieth NCE or below, and 50 percent scored above.

With few exceptions, Montana students in grades 3, 8, and 11 score well above the national average on norm-referenced tests, consistent with ACT and SAT college board scores which show that Montana seniors score significantly above national averages.

The scores for grades 3, 8 and 11 are compiled in National Curve Equivalents (NCEs), which represent equal intervals scaled from 1 to 99. Fifty percent of students in the national norming group scored at the fiftieth NCE or below, and 50 percent scored above.

The table above is a statewide summary of the 1991-92 test results, compiled by grade level, test instrument, and subject area using NCE scores. The highest scores appear to be in science; the lowest scores occur in language arts and in the MAT scores for grade 11.

What do test results mean?

The results of standardized, norm-referenced tests often make headlines: "Montana and North Dakota First in National Assessment of Educational Progress (NAEP) Math Testing," "Montana Seniors Again Score High on ACT and SAT Tests," "U.S. Students 9th in Science," "Local Students Score Above National Average."

Although these news stories may generate pride, embarrassment, or even national-level discussions of educational crisis, test results have little meaning or usefulness unless the objectives of the tests are known and agreed upon.

How to get meaningful results from norm-referenced tests

Since all Montana districts are required to administer norm-referenced tests, the test instruments should be chosen using the following considerations to provide useful and meaningful results:

1. Does the test assess objectives that the local district considers important? For example, does the language arts section assess only punctuation and spelling and exclude local concerns about communicating information?

2. Do the items that assess objectives seem appropriate? For instance, do the questions on math concepts really assess a student's understanding of math concepts, or are they basically reading skill questions?

3. Are the test items at the same level as the local curriculum? Do the fourth-grade math test objectives concentrate on material that is barely introduced at that grade level locally?

Appropriate uses of norm-referenced test results

If tests have been chosen using the above considerations, results may contribute valuable information in the following areas:

1. *Effectiveness of curriculum and instructional practices.* Tracking year-to-year subject area or concepts scores will provide a profile over time. Declining scores may signal a need to re-examine curriculum or instructional practices.

2. *Warning signals of student difficulties.* Observing individual student test score records over time may provide indications of educational distress. A sudden change in a student's test scores or a steady decline in scores may suggest a need to explore the reasons for change.

3. *Benchmark comparisons with national results.* A profile of local and national scores over time will provide a perspective of local students' scores relative to a nation-wide sampling of students.

4. *Improvement of classroom instructional practices.* Examination of classroom test results may provide a teacher with indicators that some instructional practices have been ineffective or point out areas where students have a general lack of skills. ■

—Dori Nielson, OPI Education Analyst

Board of Public Education changes assessment reporting requirements

At the December 3, 1992, meeting of the Montana Board of Public Education, the board approved a change in its reporting requirements for norm-referenced test results.

This change means school districts must report test results for grade four instead of grade three. The board's action allows districts to report test results for either grade four or grade three until school year 1994-95, when they must report only grade four.

The list of approved tests remains the same for this school year, but after 1993 the SRA tests may no longer be used because no new norms will be developed for that test.

The board also discussed potential changes in eleventh-grade testing and will explore these in the future.

Apprenticeship science program for minority students

One student counted bugs. Another studied cow bones. A third helped in a microbiology laboratory.

These budding young researchers spent last summer learning about science by doing hands-on projects at Montana State University. They were part of the Minority High School Apprenticeship Program (MAP), a summer enrichment program at MSU for American Indian and other minority students interested in majoring in science.

This year, the apprenticeship program has openings for 12 to 15 students to spend six weeks on the MSU campus learning about science. The program runs from July 6 to August 13, 1993.

The MAP students live in campus residence halls, work for pay in research laboratories, and take part in science-related field trips. They also meet three mornings a week for seminars and special sessions. They work on the writing, speaking, and study skills they will need to apply for and attend college. At the end of the six weeks, the young scientists will share results of their research with an audience at the 1993 American Indian Student Research Symposium at MSU.

To apply for MAP, students must be high school juniors or seniors who are American Indian or another ethnic minority. (Younger students may apply if they are in good academic standing.) Applicants must be interested in a science-related career in areas such as health, biomedicine, or agriculture. Applications are due March 1, 1993.

For more information on MAP or for application materials, contact high school counselors or the American Indian Research Opportunities (AIRO) Program, 307 Culbertson Hall, Montana State University, Bozeman, MT 59717 (994-5567).

Applicants should plan on attending High School Days, April 4-5, 1993, at MSU. Registration fee waivers for High School Days are available for applicants who need them. Application forms are available from high school counselors or AIRO.

The apprenticeship program is funded by the National Institutes of Health, the U.S. Department of Agriculture, and the Northwest College and University Association for Science (NORCUS). ■

Technology

Hellgate Elementary leads the way in networking classrooms

Montana schools are exploding with new technological innovations. Satellite dishes are popping up on school roofs all over the state, and the new school buzz words are distance learning, fiber optics, hypermedia, and interactive video. Teachers and administrators are becoming media specialists, and their students are stepping into the future.

Teaching with a classroom computer network system at Hellgate Elementary.

One futuristic elementary school in Montana is Hellgate Elementary in Missoula. This 1,100-student, K-8 school is taking dramatic steps to increase the involvement of elementary teachers in classroom computer technology.

At Hellgate, regular classroom teachers, many of whom previously feared computers, are now one hundred percent committed to their use. Teachers at Hellgate Elementary are using a model that places an average of five networked, up-to-date computers and a printer in each first- through fourth-grade classroom.

The change has been remarkable, according to parents and teachers. School staff members, who formerly had a single computer, love their new IBM classroom computer network system. This system allows teachers and students full access to computers throughout the day, provides consistency of hardware and software, promotes the integration of curriculum, and allows teachers and students to use the computers in a cooperative learning workstation environment. Most importantly, the classroom computer system used in this school district *works*.

Teaching with computers

Teachers at Hellgate Elementary currently use a teaching strategy called Teaching and Learning With Computers (TLC) in the classroom. This technique, developed by IBM, allows teachers flexibility and choice in planning the integration of special software into the curriculum. The TLC technique also enhances the use of cooperative learning strategies in the classroom. Special software used with the TLC model includes "Writing to Read," "Writing to Write," "Stories and More," "Primary Editor Plus," and "Children's Publishing." Writing to Read software, for example, is an excellent phonics program for beginning readers, while Stories and More provides a strong literature component. Writing to Write software develops an excellent foundation for process writing and story framing which ties into any basal or whole language program.

Hellgate teachers find that the classroom computer network and TLC program match district curriculum perfectly. They enjoy the flexibility and choice of operations offered by TLC, as opposed to the more lock-step approaches provided by packaged integrated learning systems.

Program implementation

Hellgate administrators found that developing a sound philosophy and a long-range technology plan were crucial to the success of the classroom networked computer program. The Hellgate District became committed to the philosophy that elementary teachers need networked computers in their classrooms.

Financing the classroom networked program at Hellgate Elementary was successful because of determination on the part of the school board and administration. General fund money, reserve funds, and resources from all available quarters were used to "jump start" the program. Once parents realized how well teachers were using computers, they gave total financial support for the project.

Administrators and teachers decided to select IBM hardware, software, and netware because these applications provide easy access for teachers and students. IBM was also selected because of the availability of quality software needed at the primary level.

(Continued on page 6)

Fellowships for minority high school science teachers offered

Updating science teaching skills and encouraging minority students to consider careers in math, science, or engineering are the goals of a summer fellowship program offered at Montana State University. Fellows will complete a science research project at MSU under the supervision of a faculty scientist and will work with high school students in the MSU Minority High School Apprenticeship Program.

The 10-week fellowships are available to high school science teachers who are members of a minority group or who teach a significant number of American Indian or other minority students. Applicants must be committed to encouraging minority students to pursue scientific careers and must demonstrate plans for an ongoing scientific involvement with a research university.

Application deadline is March 15, 1993. For more information, contact Dave Young, American Indian Research Opportunities (AIRO) Program, 307 Culbertson Hall, Montana State University, Bozeman, MT 59717 (994-5567).

Stipends are sponsored by the *National Institutes of Health/* Minority High School Apprenticeship Program. ■

1993 Distance Learning & Technology Conference

Montana's 1993 Distance Learning and Technology Conference will be held in Billings at the Holiday Inn Plaza, March 14, 15, and 16, 1993. Sponsored by the Montana Educational Technology Network (METNET), including the Department of Administration, Office of Commissioner of Higher Education, and Office of Public Instruction, the conference will include a full range of distance learning technologies. The conference will emphasize applications and techniques for using these technologies in the classroom. Skills and topics appropriate for all levels of ex-perience—beginners, intermediate, and advanced—will be presented. One semester graduate credit will be available from Eastern Montana College for participation in the conference.

Contact Cynthia Denton, conference coordinator, for further information and registration materials. You can contact Denton at 423-5505 (voice); 423-5617 (fax); METNET bulletin board, Big Sky Telegraph, EDUNET, or Headmaster (Cynthia Denton); or write 201 Third Ave. E., Hobson, MT 59452. ■

Steppin' out at Central Elementary in Roundup

Each new school year at Central Elementary School in Roundup begins with excitement, renewed enthusiasm, and high hopes that the year of learning will be challenging, dynamic, and action packed for students and teachers alike. This year has shaped up as an exceptional one!

In a decade where high-tech learning has led the way, students and teachers at Central are taking a step in a new direction. Inspired by the work of nationally renowned walker Robert Sweetgall, many teachers at Central are incorporating creative walking into their daily schedules to enhance student self-esteem and academic productivity.

These teachers are using a "walking wellness" curriculum created by Sweetgall after he walked across the U.S. twice, delivering a message of wellness through walking. Sweetgall's curriculum is designed to be used in virtually every subject area. The curriculum's wellness approach also makes it easily adaptable for use in self-esteem, drug and alcohol prevention, and physical education curricula.

Several Central teachers currently are walking with their classes for 10 to 15 minutes each day. During their walks, the classes discuss self-esteem concepts, look for signs of the seasons, or simply use the time to relax before an intense academic lesson. First-grade teacher Gail Helgeson uses each walk to build on math concepts that are part of her "100 Days" project. Students chart their walks and learn about graphing. Teachers in upper grades are also using aspects of the walking curriculum.

Fourth graders in Mary Ann Gildroy's class have named themselves the "Dream Team Walkers" and are using walking as a catalyst for learning concepts in math, language, music, map and graph skills, science, and social studies. The students have made a commitment to walk one mile daily each and 7,000 cumulative group miles before the school year ends. Students can count miles walked on their own time (parents validate the miles). The class is also counting the miles that Gildroy and Principal Paulette Pratt walk each day.

Non-teaching staff have been invited to participate in the "walking wave" also. When custodian Harry Gaskell learned that a janitor in Wisconsin had walked 1,000 miles—without his mop—he decided to do even better than that. Gaskell plans to walk 1,001 miles before the school year ends. He has been joined in this awesome endeavor by Central's secretary, Karen Djernes. Together, they have mapped out several routes around town and have calculated the daily miles they will need to accomplish their goal. Central's students and staff cheer them on as they attempt this "feat of feets."

"Dream Team Walkers" use walking to learn concepts in math, language, and more.

The walking teachers hope to involve parents, senior citizens, and other interested community walkers in the program. Many students want to walk during the lunch hour or after school, but teachers can't accommodate all the students at those times due to scheduling conflicts. Teachers plan to involve volunteers in accompanying students.

As the initial excitement over walking has grown, so has the dream of a few kindred spirits who have crossed paths. These kindred spirits dream of developing a safe and beautiful walking path in the community that will incorporate the natural beauty of the Musselshell River and the fascinating history of the community and the state. A community meeting has been held to share the dream and set it in motion.

Robert Sweetgall says, "Walking inspires creativity in everyone. When fresh air brushes your face on a walk, it reminds you that you're alive and well. Walking lets us experience inspiration."

Those in Roundup who share this dream believe that a school and a community that walk together are taking a step in the right direction. ■

—Author Mary Ann Gildroy teaches at Central Elementary in Roundup.

Assessing the Columbian Encounter

1993: International Year for the World's Indigenous People

In 1992, the world observed the 500th anniversary of Christopher Columbus's arrival in the Americas. The quincentenary has sparked much discussion about the impact on indigenous people of Columbus's voyages and subsequent European expansion.

In 1993, educators have an opportunity to use another event as a springboard for further discussion and learning about the world's indigenous people. The United Nations has declared 1993 as the International Year for the World's Indigenous People as part of its ongoing campaign to increase awareness of human rights throughout the world.

The term *indigenous* refers to populations that are descendants of original inhabitants of an area before their land was colonized or taken over by other cultures. An estimated 300 million indigenous people live in more than 70 countries spanning the globe. These include the Indians of the Americas, the Inuit and Aleutians of the circumpolar region, the Samni of northern Europe, the Aborigines of Australia, the Maori of New Zealand, the Bontoc of the Philippines, the Maasai of Kenya, and others.

The theme of the year, "indigenous people: a new partnership," highlights the goal of fostering new relationships between established states of the international community and the world's indigenous peoples The specially designated year was requested by organizations of indigenous people to provide "an opportunity to focus the attention of the international community on one of the planet's most neglected and vulnerable groups of people."

Activities sponsored by the UN include programs to promote public awareness of the plight of indigenous populations and to strengthen global cooperation for solving problems in human rights, the environment, development, education, and health care.

The UN recognition will provide a platform for various indigenous groups to promote an understanding of their cultures and ways of life that historically have been tied to their special relationship with the land on which they live.

For more information, write The International Year for the World's Indigenous People, Dept. of Public Information, Room S-1040, United Nations, New York, NY 10017. ■

TIMELINE: SPAIN, COLUMBUS, & AMERICAN INDIANS

Continued from the November/December 1992 issue of *Montana Schools*. Timeline compiled by Bill Bigelow (*Rethinking Columbus*).

February 1495: Columbus must be desperate to prove that his "enterprise" can be profitable. He rounds up 1,600 Tainos. Some 550 of them—"among the best males and females," writes colonist Michele de Cuneo—are chained and taken to ships to be sent to Spain as slaves.

1495: Columbus establishes the tribute system. Every Taino, age 14 or older, is required to submit a hawk's bell full of gold every three months. Those who comply are given copper tokens to wear around their necks. Where Columbus decides there is little gold, 25 pounds of spun cotton is required. Those who cannot comply are killed.

March 1496: Columbus departs for Spain. Two ships make the journey. Onto them, Columbus forces 30 Taino prisoners, including the cacique, Coanabo, who led the first resistance to Spanish rule in Española. It takes three months to make the voyage. Caonabo dies enroute; no one knows how many others also die. Columbus arrives and awaits an answer from the king and queen to his request for a third voyage.

Presidential Classroom lets students participate in the dynamics of Washington, D.C.

The Presidential Classroom for Young Americans program holds nine sessions annually to let U.S. students experience the dynamics of Washington, D.C. Last year, Montana teacher Avis Anderson and student Maureen McNellis attended one of the sessions.

When Anderson and McNellis learned that few Montana students have attended the Presidential Classroom program, they decided to collaborate on a Montana Schools *article to share their enthusiasm for the program. "Our hope would be that more teachers and students would get excited about the program and apply," Anderson writes.*

Presidential Classroom—an instructor's impressions

What's the best way to see Washington, D.C.—as a tourist standing in long lines in hot weather? Or how about with 300 top high school students from all over the United States? This past summer, I headed for my first visit to the nation's capitol as one of 16 volunteer instructors for the Presidential Classroom for Young Americans program (PC).

As an instructor, I was teamed up with a veteran Washingtonian. The two of us worked with 39 students, called a "caucus," who were our responsibility for the week. Coming from homogenous Montana, it was a stimulating experience meeting and working with students of many ethnic minorities. The one group conspicuous to me by its absence was American Indians.

Our week consisted of touring the city with special visits to Capitol Hill, where students met with their congressional delegates. We were on the hill the day Boris Yeltsin arrived to speak to the House of Representatives. Several PC participants sat on the floor of the House, and one even got to shake hands with the Russian president.

Presidential Classroom participants visit the Tomb of the Unknown Soldier.

My responsibilities also included facilitating discussion groups and assisting students in forming questions for speakers. The speakers were an exciting part of the program. In the course of a week, we heard speakers and topics as varied as Dr. Bernard H. Ross of American University speaking about power in Washington; Phillip Brady, assistant to the president and staff secretary, speaking on the role of the White House Staff; senators and representatives talking about issues facing Congress; Robert McGlotten, director of the Department of Legislation at AFL-CIO, speaking on the role of lobbyists; Jane Danowitz, executive director of the Women's Campaign Fund, speaking on the 1992 election and women in politics; and Mara Liasson, congressional correspondent for National Public Radio, speaking about media and the American political process.

I was eager to meet students from our part of the country. There were several from Wyoming, Idaho, and North Dakota attending. It was a special treat when Maureen McNellis of Helena introduced herself to me. Montana was well represented.

The Presidential Classroom for Young Americans program has been in operation since 1968. It has an excellent reputation not only for the program it presents to young Americans but also for its discipline. Students are well chaperoned and expected to follow the rules.

Seeing Washington, D.C., for the first time through the eyes of these students provided a unique and rewarding view. I recommend the program to anyone interested in working with young people. If you would like to serve as a volunteer instructor, you can apply by contacting A Presidential Classroom for Young Americans, 441 N. Lee St., Alexandria, VA 22314-2346 (800-441-6533). ■

—Author Avis Anderson teaches at Dawson County High School in Glendive.

Presidential Classroom—a student's impressions

My week as a participant in the Presidential Classroom program was more than just a chance to visit monuments and tour world-famous sites. For me, it was a very special moment at this time in my life.

I was not just a tourist in Washington, D.C. Rather, I became part of the dynamics of how Washington works. Seminars with lobbyists, diplomats, and government leaders became the backdrop of thought-provoking discussions and debates with student leaders from across the U.S. and abroad. These cross-fire sessions were an incredible learning and participatory experience.

The highlight of my week was seeing the Senate and House of Representatives in action. The legislative process came alive for me during these sessions. This was also an opportunity to witness Montana's congressional delegation at work in the nation's capitol. The process became more personal upon meeting Senator Max Baucus, Senator Conrad Burns, and Representative Pat Williams face to face. It afforded me the opportunity to ask questions and get to know them better.

Finally, Presidential Classroom isn't all work. During the week, we attended a dinner theater, pool party and barbecue, dance and banquet, and spent evenings in the student lounge just having a good time. I made new friends from across the nation. We keep in touch frequently.

Presidential Classroom is a wonderful and worthwhile opportunity, and I highly recommend it. ■

—Author Maureen McNellis is a junior at Helena *High School.*

Ten "DOs" for native plant study

Before we know it, spring will be here. Buttercups will be showing along the melt of the snowdrifts, and teachers all over Montana will be taking classes outside for on-site nature study.

To ensure a worthwhile experience and limit impact from student groups moving over the landscape, the Montana Native Plant Society suggests these "DOs" for plant identification field trips:

1. Do take your students into the field to see wild things growing.
2. Do guide your students through a discussion before you go. Define the habitats (such as roadside, prairie grassland, marsh, aquatic) you will likely pass through on your rambles.
3. Do plan to learn five or six common plant species.
4. Do check out wildflower guides to use with your students before, during, and after your excursion.
5. Do find resource people to help you with plant identification.
6. Do make your own survey beforehand to locate species on the site you have chosen.
7. Do LEAVE PLANTS WHERE THEY ARE. Instead of collecting, sketch or photograph each one and make brief field notes.
8. Do follow up your field experience with borrowed or purchased photographs, posters, slides, student artwork, student field notes, and additional research. (Some students may wish to report on edible, medicinal, or dye plants.)
9. Do share your findings. Make a display for the hall, the school administration building, or a window of a business. (Or hold an open house for the class next door.)
10. Do enjoy yourselves!

—Author Patricia Helvey teaches at C.R. Anderson Middle School, Helena

Hellgate Elementary

(Continued from page 4)

Looking ahead

In summary, the IBM classroom networked computer system at Hellgate Elementary School has proven to be a hit. Hellgate Elementary is now a demonstration site for schools in Montana and neighboring states. For Hellgate and other schools around the nation, the key to developing a successful classroom computer network program was involving everyone in the process.

Hopefully, all elementary teachers across the United States will soon have networked computers in their classrooms. Once teachers develop a sense of ownership with their computers, they will be free to exercise and experiment with new methods of teaching children. The classroom networked computer program provides a solid foundation for this change.

For the first time, teachers have the hardware, software, and printing capabilities to make technology work at the elementary level. The picture is clear—the time for educators to put this technology into the elementary classroom is here. The time for change is now. ■

—Author Bruce M. Whitehead is the principal at Hellgate Elementary School in Missoula and a visiting assistant professor at the University of Montana.

Dispatches

"Dispatches" are updates by Office of Public Instruction staff. Staff members may be reached at the phone numbers listed or by writing them at the Office of Public Instruction, State Capitol, Helena, MT 59620.

GUIDANCE
Judy Birch, Specialist
444-5663

Scholarships
Epsilon Sigma Alpha, an international service organization for women, has a foundation that offers scholarship opportunities for qualified students. In 1991, three Montana students were awarded scholarships from the ESA Foundation.

For more information about these scholarships, please contact me. The deadline for scholarship applications is March 10, 1993.

GIFTED & TALENTED
Michael Hall, Specialist
444-4422

Robert C. Byrd Scholarships
Applications for the 1994-1995 Senator Robert C. Byrd Honor Scholarships are now available. Graduating seniors should request applications from their guidance counselors.

For further information, please contact Janet Andrew or me at 444-1951.

AGATE convention
Montana AGATE will hold its thirteenth annual convention April 1-3, 1993, in Billings at the Holiday Inn Plaza. The convention theme is "Sail into the Humanities on the Winds of Technology." ("The wind and the waves are always on the side of the ablest navigators." —*Edward Gibbon*)

Featured speakers will be Dr. June Maker, Dr. Felice Kaufman, Dr. Nancy Buchenauer, and Dr. David Dockterman. For more information, contact conference co-chairs Stephanie Smith (255-3567) and Shirley Olson (628-7063).

Effective schools and student achievement—the bottom line
Restructuring and reform—these words are so common in our daily use that we sometimes forget what the true goal is: improved student achievement.

What improves student achievement? A survey conducted recently by the North Carolina Department of Education suggests that the most effective strategies include challenging curriculum and high expectations for all students, involvement of parents, quality teaching and leadership, and active student preparation for assessment.

As a follow-up to the North Carolina 1992 Scholastic Aptitude Test (SAT) Report, Sylvia Lewis, education consultant for the North Carolina Department of Education, surveyed 11 states and several North Carolina school systems, all of which posted high scores on the SAT.

Lewis surveyed state departments in Oregon, New Hampshire, Washington, Alaska, Maryland, Massachusetts, California, Connecticut, Vermont, Delaware, and Virginia. Three questions were posed:

1. To what do you attribute your high SAT scores?
2. As a state department, have you done anything specifically designed to ensure high SAT scores?
3. What local initiatives do you think contributed to ensure high scores?

Of the eleven states contacted, all stated the following reasons for high SAT scores:

- focus on Advanced Placement Courses (AP);
- emphasis on acceleration;
- high expectations from educators and parents; and
- rigorous curriculum for all.

Seven states responded that the following had an impact:

- high level of parent involvement;
- movement to outcome-based education; and
- high level of local autonomy.

Five states required school plans for improving scores.

The survey asked North Carolina school administrators, directors of curriculum, directors of programs for the gifted, and directors of research and testing to answer the following: "To what do you attribute your students scoring so well on the SAT?" School systems with the top SAT scores reported that the following factors had an impact:

- high expectations (10 school systems);
- emphasis on quality teachers (8 systems);
- rigorous curriculum for all students (7 systems);
- focus on AP courses (7 systems);
- use of the PSAT (5 systems); and
- focus on acceleration (5 systems).

Thirteen North Carolina school systems whose students in the top 10 percent of their class scored higher than other "top 10" students in North Carolina were asked the following: "To what do you attribute the top 10 percent of your students scoring so well on the SAT?" The school systems said the following made a difference:

- high expectations (all 13 systems);
- focus on AP courses (11 systems);
- focus on acceleration (11 systems);
- employment of quality teachers (11 systems);
- emphasis on PSAT (7 systems);
- implementation of a rigorous curriculum for all students (6 systems);
- early intervention (5 systems);
- SAT preparation (5 systems);
- school improvement planning (5 systems).

While the survey did not include Montana, results clearly point to what we know to be best practices in education: challenging curriculum and high expectations for all students, parental involvement, quality teaching and leadership, and active student preparation for assessment.

The survey results suggest that including these factors in the educational environment for all students would result in a radiance of excellence to all aspects of schooling and student achievement at all levels. Metaphorically, a rising tide raises all ships. Raising student achievement—isn't that the bottom line?

Reference: "What contributes to High SAT Scores? Top states and Top North Carolina School Systems Respond," NCAGT Newsletter, Vol. 16, No. 5. Published by the North Carolina Association for the Gifted and Talented.

LANGUAGE ARTS
Jan Hahn, Specialist
444-3714

Speaking of standards
It is very important during this legislative session that we fully understand Montana's constitutional guarantee of basic quality education and the Program Area Standards of the 1989 School Accreditation Standards.

This year, the Montana Board of Public Education decided that "a basic system of free quality public elementary and secondary schools is defined as the educational framework necessary to allow local school districts to implement the Montana School Accreditation Standards. . . ." and that "the Accreditation Standards constitute the instructional expectations of a basic system of free quality education."

Standard 10.55.1101.f states that a school's communication arts program shall give students opportunities to pursue their special gifts and interests through co-curricular offerings such as drama, speech, debate, journalism, literary publications, and humanities.

As school district budgets are scrutinized for places to cut, we may need to remind policymakers that drama, speech, debate, and journalism are part of a basic system of free quality education, that they are co-curricular, not extra-curricular, and that they are a required part of the communication arts program.

On another standards issue, the Significant Writing Program Standard, 10.55.713.5 ("Teachers with a significant writing program, as determined by the local board of trustees, shall have a maximum load of 100 students") is being implemented in a variety of ways. I have received definitions from several school districts and feel that Sidney High School and the Missoula County high schools should be commended for adopting conscientious policies for significant writing programs that will reap dividends in student writing achievement.

Determining a "significant writing program" does not require that a district create some new program or offer an additional course. Most teachers who are delivering a curriculum that emphasizes the writing process already deal with a significant amount of writing. The Program Area Standards state that a school's communication arts program shall "include a writing program that emphasizes process and focuses on the communication of ideas." A communication arts program that does not include significant writing would be difficult to justify.

During the revision process of Project Excellence, the wording of this standard changed from 20 students per class to a "maximum of 100 students." To avoid a problem when teachers have mixed assignments, the 100-student load figure can be prorated to 20 students per writing class. Therefore, if a teacher has four writing classes with a total of 80 students, and one typing class with 30 students, that teacher would be considered to have a class load within this standard.

Please send me your district's determinations on what constitutes a significant writing program so I can add them to the collection. If you are interested in a packet with sample policies and background information on significant writing, please write or call me.

National standards
The National Council of Teachers of English and the International Reading Association are beginning to work on national standards for English language arts. One of Montana's foremost teachers, John Forsyth from Park High School in Livingston, is among the six teachers nationwide serving on the task forces that will write these standards.

At this point, NCTE/IRA have published a draft document entitled "Standards for the Assessment of Literacy." This 23-page document contains rationales and implications for the following standards:

1. The interests of the student are paramount in assessment.

(Continued on page 8)

(Continued from page 7)

2. The primary purpose of assessment is to improve teaching and learning.

3. The teacher is the most important assessment instrument.

4. The assessment process should involve multiple perspectives and sources of data.

5. Assessment must be fair and equitable.

6. The consequences of an assessment procedure are the first, and most important, consideration in establishing the validity of the assessment.

7. Assessment must reflect and enable us to interrogate curriculum and instruction.

8. Assessment must recognize and reflect the intellectually complex nature of literacy and the important roles of school, home, and society in literacy development.

9. Assessment must be based in the school community.

10. All members of the educational community—students, parents, teachers, administrators, policymakers, and the public—must have a voice in the development, interpretation, and reporting of assessment.

11. Parents must be involved as active, essential participants in the assessment process.

If you'd like to be kept up to date on this process, please call or write me.

New assessment publication available

"Student Assessment: Keys to Improving Student Success" is now available to Montana educators by request. This booklet, designed as a companion piece to "Program Assessment: A Six-step Process to Curriculum Improvement," contains over 60 pages of information and assessment samples.

The booklet begins by explaining the assessment requirements of Montana's School Accreditation Standard 10.55.603, the purposes of student assessment, and ways to plan appropriate student assessment. After a discussion about assessment of learner goals, the booklet describes a wide variety of assessment tools, including paper and pencil tests, performance assessments (including writing and portfolio assessments), assessments based on personal communication, and reporting systems.

The bulk of the new booklet consists of five appendices, each with samples of various assessment tools or devices for developing or selecting an assessment. Designed to provide assessment ideas for any curricular area, the assessments range from an attitude survey suitable for a health enhancement curriculum, to writing assessment guidelines for the content areas, to a sample narrative report card.

To receive a copy of this assessment booklet, please call me at 444-3714 or 444-2417. Copies of "Program Assessment: A Six-step Process to Curriculum Improvement" can also be ordered.

Plans are underway to publish a third booklet in this series. The third booklet will provide a structure for tying portfolios specifically to locally developed learner goals. The curriculum specialists at OPI welcome suggestions from the field about how these publications can meet the needs of school districts in planning and implementing assessments.

READING
June Atkins, Specialist
444-3664

"Books change lives" (Center of the Book, National Library of Congress 1993 theme)

Helping students of all ages value and enjoy the act of reading is one of the greatest challenges in teaching reading. The most valuable gift we can give students is the belief that reading is worthwhile.

Ideally, this belief stems from personal experiences with books. These experiences involve the knowledge that books are a valuable source of information as well as pleasure. The well-rounded reader finds both of these purposes important.

Surrounding students with a rich variety of literature (fiction and non-fiction) plus giving them experiences that make stories come alive and draw them in to books provide the basis for a genuine love of reading.

February has been designated as "I Love to Read Month" in Montana. By now, your school should have received a calendar of suggested student activities for February. The calendar can be duplicated for distribution to your students.

Below are some reading month activities shared by teachers from around the state. Many of the ideas can be adapted for use throughout the year, since every month is a reading month.

Flathead County

Students in Columbia Falls "personalized" grocery bags by drawing visual book reports of what they read during the month. Students signed their names on the bags and delivered them back to the grocery stores.

Chapter 1 students drew visual book reports and briefly summarized their favorite books of the month in folders. The folders were placed on dining tables in local restaurants. Each folder contained the book title, author, student's name, and grade and explained how the Chapter 1 supplemental reading and math programs boost student success in basic skills.

Eagle High School students and teachers in Columbia Falls joined forces every Tuesday during February for 20 minutes of sustained silent reading throughout the building. Students in the elective drama class put together a reader's theater for their fellow students and directed similar projects with younger students.

At Canyon Elementary in Columbia Falls, students compiled "media boxes." The boxes included news clippings, research materials, and pictures on a wide variety of topics. The "media boxes" were placed in the library for student use.

Sixth-graders at Deer Park Elementary learned first-hand about World War II from residents at the Montana Veterans Home. The project focused on helping students understand the scope of conflicts going on all over the world during World War II. Armed with facts and questions, students paired up with individual residents and talked for nearly an hour. The sessions were followed by group discussions and information sharing. Students presented hand-made valentines to the residents as thank-you gifts.

Jefferson County

Boulder Elementary students held a "Reading Beach Party." Students wore appropriate beach attire to the "beach" (library) at their scheduled reading time. Some beach equipment was provided at the "beach."

Ravalli County

"Getting in the Reading Moo-ood" is a reading incentive program initiated by Lone Rock School. Students and staff decorated the building with cows. Books were shared through posters, written summaries, scroll movies, picture book versions of fiction books, bookmarks, sculptures, dioramas, mobiles, murals, plays, games about books, and more.

Incentive prizes were donated by the American Angus Association, the Montana Beef Council, and a local business. Students lunched on a special menu of Cowburgers on an Oat Bun, Sticks of Hay, Cow Bells, Cow Pies, and Moo-ood Juice. Students were awarded reading incentive awards and certificates of participation during an assembly held on February 14.

Suggested reading slogans

"Leaders are Readers"
"There's Power in Books"
"Reading is a Ball"
"Exercise Your Eyes—Read a Book"
"Let Your Mind Fly with a Good Book"

Content connections

Have a "Musical Quotes" bulletin board and have the class read about music in the world today. Students contribute pictures and captions, articles, and book summaries for the musical bulletin board display. As a class, see an opera or film of a story students have read.

Place a large world map on the bulletin board. Have each student locate the setting of the book he or she has read and connect the location with yarn to a card that contains the book title, author, setting, and a one-line summary.

Secondary students

Encourage students to read supplemental fiction or non-fiction materials related to a content area. Develop a specialized collection for your room.

Hold a classroom celebration to honor an author and his or her writing. Prior to the celebration, students should have access to a variety of the author's books. During the celebration, discuss similarities and differences in theme and character development.

Thanks for the ideas!

A special thanks to the teachers and administrators who shared their reading ideas and projects. Please continue to share your good ideas with me so we can print them in future issues of *Montana Schools*.

Suggested resources

- *Invitations To Read: More Children's Literature in the Reading Program.* Bernice Cullinan.
- *Teens' Favorite Books, Young Adults' Choices 1987-1992.* Contact International Reading Association, 800 Barksdale Road, P.O. Box 8139, Newark, DE 19714-8139.
- *1992 Children's Books in the Classroom.* Montana State Reading Council Publication, $5.00 per copy. Contact June Atkins, 444-3664.

Upcoming events

- *Central Montana Reading Conference*, Lewistown, February 13.

Send in your nominations for Montana's next Teacher of the Year

The Office of Public Instruction is now accepting nominations for Montana's next Teacher of the Year. Teachers must be nominated by a letter from an administrator, teacher, parent, or other interested individual. The Office of Public Instruction will then send an application packet to each nominated teacher.

Deadline for nominations is March 1, 1993. The Teacher of the Year will be chosen in May 1993.

Please send letters of nomination to Marlene Wallis, OPI, State Capitol, Helena, MT 59620.

Contact Dr. Barbara Walker at Eastern Montana College (657-2091).

• *Northwest Reading Conference*, Kalispell, Cavanuagh Inn, February 27. Contact Mickey Clugston (755-7239).

• *International Reading Association Conference*, San Antonio, TX, April 26-30. Contact June Atkins (444-3664).

• *Montana State Reading Conference*, Billings Holiday Plaza Inn and Trade Center, October 21-22. Contact Ron Scherry (967-2540).

NATIONAL DIFFUSION NETWORK

Patricia B. Johnson, Specialist
444-2736

National Diffusion Network (NDN) educational programs work because they are research-based, proven, cost-effective and transferrable. Validated by the U.S. Department of Education, they encompass preschool through adult ages in most study areas.

Special opportunities

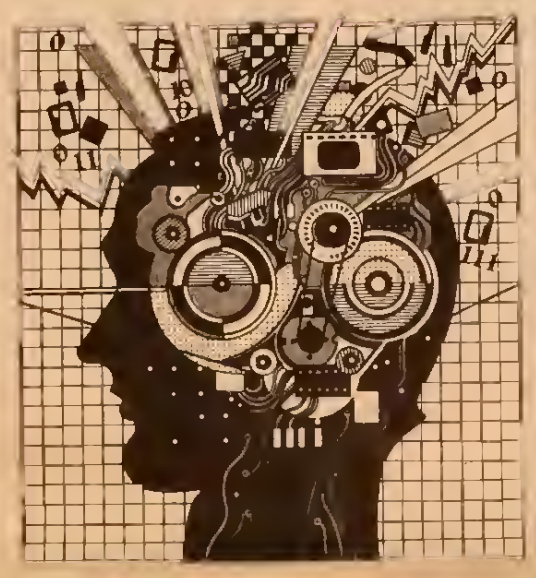
Life science teachers: Thirty-five life science teachers (grades 7-10) from across the U.S. will be *invited to visit the Bronx Zoo* August 2-7, 1993, for a six-day training session in "Project WIZE, Survival Strategies." This program improves understanding of concepts related to ecology, wildlife conservation, and species survival. Behind-the-scenes tours of the zoo's exhibits and lectures by curators are some of the activities planned. A grant from the National Science Foundation will pay most of the training costs. Teachers are expected to return to their home states to train others to use Survival Strategies. Call me for applications, which are due by April 15, 1993.

Superintendents, curriculum coordinators, principals: A summer institute for supervisors and administrators at all levels (non-mathematics specialists) is scheduled for July 18-21, 1993, in the scenic mountains of West Virginia. SAGE-M: Supervisor's Academy for Generating Excellence in Mathematics will focus on the impact of the National Council of Mathematics Standards, the need to restructure school mathematics programs to incorporate new content, new strategies for teaching and learning, and alternative assessment. A team of nationally known specialists in areas such as cooperative learning and assessment will show how to connect whole math to whole language for a consistent, coherent curriculum.

This intensive three-day retreat is sponsored by the developers of NDN's "SITE: Successful Inservice through Turnkey Education." SITE is a mathematics inservice program for the development of higher-level thinking skills in grades 2-6 through the use of manipulative materials. The SAGE-M conference has been planned in response to nationwide requests and is limited to 50 participants. Call me for registration information.

Program highlights

The "Student Team Learning Project" uses cooperative learning to increase achievement, build self-esteem, and improve social and communications skills of students in grades 3-12. Student Team Learning is based upon years of research on cooperative learning at John Hopkins University. This program can be used as a regular part of class instruction in any subject because it is inexpensive, takes no more time than traditional methods, and increases achievement while improving intergroup relations.



"MARRS: Mainstream Amplification Resource Room Study" uses sound field amplification technology to enhance instruction, lessen teacher voice fatigue, and improve student academic achievement in reading and language arts. Designed especially for students with mild hearing losses in grades K-6, the program is used in regular and special education classrooms from early childhood through grade 12 for instruction in all subject areas.

Scheduling training

When enough people express interest in the same NDN program, a training session will be scheduled. Training sessions vary from one to several days and can be scheduled for 15 to 30 people.

Training costs can be shared among local districts, individual participants, and the Montana NDN Facilitator Project. Other possible sources of funding are Chapters 1 and 2, special education, and math-science funds. Costs vary with the complexity of the project, amount of materials required, and the location of trainers. While the Montana NDN Facilitator Project can assist with training expenses, materials are the responsibility of the district.

Spring semester courses in "Project Success" are scheduled for Billings in February and for Kalispell in March. Summer courses are planned in "PRISMS Physics," "Talents Unlimited," "Investigating Environmental Issues and Actions," and "Project Success."

To schedule a training, obtain more information on NDN programs, or to be put on the NDN newsletter mailing list, please call me at the above number.

BICYCLE/PEDESTRIAN SAFETY

Mary Cheryl Larango, Specialist
444-0516

Pedestrian/bicycle teacher training

A continuation of the Regional Traffic Education Trainer Project is planned for spring 1993. Area training sessions in the Montana K-2 pedestrian and 3-5 bicycle curriculum will again be offered. Watch for upcoming information. If you want to participate, please call or write my office or leave me a message on METNET.

School traffic safety committees

Schools are encouraged to form school traffic safety committees. These committees can develop policy on the "Journey to School"—walking, bicycling, riding, and busing to school safely. Committee members should represent law enforcement, traffic engineers, health care professionals, school district personnel, teachers, and parents. For specific committee member responsibilities, please contact me.

Journey to School survey

The OPI Bicycle Safety/Pedestrian program will be implementing a "Journey to School" survey this spring. We would like to determine a baseline on the number of students who walk, bicycle, bus, or are dropped off at school by parents. Watch for more details.

Benefits of walking

Many people would like to promote more physical activity for students. Walking can accomplish this goal. Walking also provides students more opportunity for socialization. In addition, walking can reduce traffic congestion around schools by reducing parental trips to school.

Communities and ISTEA money

Your city and county have access to money for building bicycle and pedestrian facilities through the federal Intermodal Surface Transportation Efficiency Act (ISTEA) of 1991. All cities and counties have been advised that they are eligible for these funds. Local policymakers will decide how to spend the funds.

This is an opportunity to improve routes to schools. By getting involved in the local decision-making process, you can help facilitate a safer journey to school. Off-street routes for walking and biking can be identified. It is important to tell local policymakers about your concern for children's safety and your commitment to promoting walking and bicycling to school as important, beneficial activities. For more information on the ISTEA funds, please call me.

School bicycle helmet kit

The Ride Safe School Bicycle Helmet Kit is designed to encourage helmet use by providing great-looking, durable helmets to be worn during bicycle education classes. The Ride Safe kit provides 30 thin-shell, ANSI- and Snell-approved bicycle helmets. A copy of "The Ride Safe Way to Fit a Bicycle Helmet" video is also included in each kit. Cost of the kit is $525.00 (shipping and handling included). Ride Safe can also customize a kit for your needs. For more information or to order, call 1-800-285-RIDE. This is a great opportunity for a service club or your parent organization to support bicycle education!

PUPIL TRANSPORTATION

David Huff, Specialist
444-4396

School bus safety poster contest

First-place winners in the Montana edition of the National School Bus Safety Poster contest are: Division 1 (K-3): Jennifer Johnson, 3rd grade, Roy; Division 2 (4-6): Amanda Hruska, 4th grade, Roy; Division 3 (7-8): Jennifer Pearce, 8th grade, Roy.

Congratulations to the winners, and a special "thank you" to all Montana students who entered the contest and to the teachers who supported the program.

Winning entries were submitted for the national contest. The national winner was Trapper Harding, a student from Kennewick, Washington.

Summer conference

The 1993 Montana Association for Pupil Transportation Conference will be held in Helena, at the Colonial Inn, June 16-18, 1993.

Federal mirror and emergency exit standards revised

The National Highway Traffic Safety Administration (NHTSA) has completed rule-making on emergency exits and mirrors on school buses.

Federal Motor Vehicle Safety Standard (FMVSS) 217, the bus window retention and release standard, was amended to provide 67 square inches of exit space per passenger. If the standard rear emergency exit does not provide sufficient exit space, the next exit must be a side emer-

(Continued on page 10)

(Continued from page 9)
gency exit door, and the second additional exit space must be a roof exit. If additional exits are required, it may be one of the previous two or an emergency exit window.

The emergency exit standards will only apply to school buses manufactured on or after May 2, 1994. The NHTSA estimates the additional cost to comply with the standard to be from $418 to $696 per bus. For a 65-passenger model bus, the federal standard mandates the normal rear exit plus a left-side emergency door.

The school bus mirror standard, FMVSS 111, has also been amended. The amendments establish test conditions and test criteria to ensure that the seated driver can see all critical areas to the front and sides of the bus and that the image of an object in an outside mirror is sufficiently clear.

The final rule for mirrors is effective for all school buses built on or after December 3, 1993.

Substance abuse programs
Do you need help developing a substance abuse program for your transportation department? The Department of Labor has developed a Substance Abuse Information Database (SAID) with sample workplace policy program descriptions, employee awareness programs, and information on materials and assistance.

The service is free. Call 1-800-775-7243 between the hours of 8 a.m. and 8 p.m. Eastern Standard Time. (Note: School districts are not currently required to have a substance abuse program for drivers, but such programs will be required by the federal government within two years. However, school bus contractors involved in interstate commerce are currently required to comply with federal drug testing programs. I will keep you posted on developments.)

School bus fuel taxes
Do you have questions about which fuel taxes a school district or contractor is supposed to pay? Basically, a school district must pay all state fuel taxes except the diesel/natural gas tax. The exemption applies only if the bus is owned by the school district. If a district leases its buses to a private contractor, the diesel/natural gas tax for those leased buses must be paid. Contact Cindy Anders, Administrative Officer, Montana Department of Transportation (444-7672).

Federal fuel taxes is another matter. Basically, if certain conditions are met, both contractors and school districts are exempt from, or can get credit for, federal fuel taxes. Contact Tom Harris, Internal Revenue Agent—Excise, Federal Building—2nd Floor, Helena, 59626 (449-5326).

Transportation names & numbers
Dave Gault, Administrator for Montana Department of Transportation, Motor Carriers Division (formerly GVW): 444-6195. Dave can respond to questions regarding Montana's regulations for motor carrier regulations.

Wayne Budd, Public Service Commission (PSC): 444-6195. The PSC deals with legal "authority" to transport people or goods. Generally, schools are exempt from PSC fees unless they transport populations other than students for school-related purposes.

Dean Roberts, Department of Justice: 444-4536. Dean can answer questions regarding the licensing of school buses. School buses are generally exempt from license fees, unless districts lease their buses to other organizations (such as senior citizens) to use.

Anita Drews, Department of Justice: 444-3292. Anita can answer any commercial driver's license questions.

Al Calkin, U.S. Department of Transportation, Motor Carrier Division (Helena): 449-5224. Al can answer questions relating to the Federal Motor Carrier Safety Regulations which apply to contractors involved in interstate commerce.

MOTORCYCLE SAFETY
Jim Bernet, Specialist
444-4569 (1-800-922-BIKE)

Motorcycle accidents and fatalities drop
Motorcycle accidents and fatalities have reached the lowest point in 10 years, reports the Motorcycle Safety Foundation (MSF). The MSF is a nationally recognized organization that develops research-based motorcycle training curricula. There were fewer than 3,000 fatal motorcycle accidents in the entire U.S. in 1991. The MSF and federal officials credit structured rider training as a main cause of declining accidents and fatalities.

Motorcycle program grows
The Office of Public Instruction's motorcycle training program, the Montana Motorcycle Safety Education Program (MMSEP), has just completed its most successful training season to date. In 1992, MMSEP provided motorcycle safety training to 231 motorcyclists. This is an increase of 33 percent over 1991. Nineteen percent of these riders were young adults between 15 and 24 years of age, an increase of nine percent over last year for this age group. The MMSEP staff and instructors are particularly pleased with this growth because of the higher accident rate experienced by riders in this age group.

The MMSEP received the Outstanding State Program Award for 1991 from the Motorcycle Safety Foundation. This award, and continued strong growth, underscore the success of this relatively new program.

The MMSEP offers basic and advanced rider training at 13 sites across Montana. You can obtain course information by calling MMSEP at 1-800-922-BIKE.

HEALTH ENHANCEMENT
Laurie Volesky-Kops, Specialist
444-3178

Youth suicide
The percentage of suicide-related deaths in the Rocky Mountain region (including Montana) for school-aged youth is the highest of any region in the nation. Educators have become invaluable resources for young people to turn to when they need support and guidance to deal with a crisis.

To assist educators in providing services to at-risk youth, the Centers for Disease Control has developed a new publication entitled "Youth Suicide Prevention Programs: A Resource Guide." This guide is designed to assist those who are interested in developing or augmenting youth suicide prevention programs. It provides the rationale, research findings, evaluation needs, and illustrative programs for each of eight types of youth suicide prevention strategies.

A free copy of the publication is available by writing to Youth Suicide Prevention Programs: A Resource Guide, National Center for Injury Prevention and Control, Centers for Disease Control and Prevention, Mailstop F36, 4770 Buford Highway NE, Atlanta, GA 30341-3724.

Infection control equipment
Infection control in the school setting has received renewed interest in the past few years due to the rise of communicable disease issues, including HIV and AIDS. The importance of providing personnel with appropriate, up-to-date information and necessary protective equipment needs to be emphasized.

The Office of Public Instruction strongly recommends that all schools provide proper, readily available protective equipment for all school employees who, in the course of their routine duties, could reasonably anticipate exposure to potentially infectious blood or other body fluids. Body fluid clean-up kits and first aid kits should be accessible and up to date. For more information on the contents of the kits, please contact the OPI HIV/AIDS Education Program at 444-1963.

ARTS EDUCATION
Christine Peña, Specialist
444-4442

Extension services
It is my belief that art education is basic for every child and that a good arts program is comprehensive and sequential. In order to maintain or develop a quality program, it is necessary to keep informed about the latest developments in art education.

Often we need additional, affordable resources to enhance our programs in the classroom and don't know where to look. There are several resources available to the classroom teacher for a small fee or at no cost. The following are examples of resources available to you directly. There are many more examples in addition to these, and I can serve as a central resource to assist you. Feel free to contact me.

The National Gallery of Art offers a free loan extension program. The catalog for this program describes the color slide program, teaching packets, films, video cassettes, and video discs currently offered by the National Gallery's Department of Education Resources. Requests for the resources come to the National Gallery from all over the United States. Each request is booked for the borrower's desired date if possible; otherwise, programs are booked for the alternate date chosen by the borrower.

If you are interested in using this resource, you may contact the National Gallery directly and request a catalog. Write to the Department of Education Resources, Education Division, National Gallery of Art, 4th St. and Constitution Ave. NW, Washington, DC 20565.

Yellowstone Art Center
The Yellowstone Art Center has three art appreciation "suitcase" programs for loan to elementary and secondary schools, museums, and other groups. The programs were created for children in upper elementary grades but are easily adaptable to all ages. A fee of $5.00 plus return postage will be charged for each suitcase. For a description of the programs and to order, contact Mary Jo Maute, Curator of Education, Education Office, Yellowstone Art Center, 401 N. 27th St., Billings, MT 59101.

Getty Center
The Getty Center for Education in the Arts has brochures, manuals, and video tapes advocating arts education; essays by leading scholars; and documents of the center's seminars and conferences. In addition, the center is producing a multicultural art print series to expand the array of images from global art traditions available to classroom teachers. These publications are available at a reasonable price; some are available at no charge. For a copy of the catalog, contact the Getty Center for Education in the Arts, 401 Wilshire Boulevard, Suite 950, Santa Monica, CA 90401-1455.

Music standards
The Music Educators National

Dispatches

Conference (MENC) Task Force has developed a draft of the proposed standards in music together with a preliminary draft of the introduction.

The project is an undertaking of the Consortium of National Arts Education Associations. It is under the supervision of the National Committee for Standards in the Arts, which includes representatives from education, the arts, government, and the private sector, and is chaired by Graham Down, president of the Council for Basic Education. The project is funded by the Department of Education, the National Endowment for the Arts, and the National Endowment for the Humanities. The standards for art, dance, music, and theatre are being developed by the professional associations in those fields. The introductory section is being drafted under the coordination of the National Council of State Arts Education Consultants.

The task force hopes the standards will be scrutinized as widely as possible during the development process so they will be of the highest quality with widespread support when they are finally adopted. Your suggestions and comments need to be received by February 15, 1993. The revised draft will be circulated along with art, dance, music, and theatre for comments later.

If you have questions or would like a copy of the standards, please contact me or Peggy Senko, Director of Publications, MENC, 1902 Association Dr. Reston, VA 22091 (703-860-1531).

Art education events

- *MT Association for the Gifted and Talented Conference* (humanities theme): April 1-3, Billings.
- *Spring All Arts:* April 18-20, Helena (tentative).
- *Rural Education Conference:* June 15-18, Dillon.
- *Hellgate Interdisciplinary Art Education Program:* June 14-July 16, Missoula.
- *Summer Visual Art Education Institute:* June 20-27, Missoula.

For further information, please contact me.

Safety in the arts

The responsibility for providing a safe work environment for the creation of visual arts in the classroom lies with the instructor, principal, administration, and school board. The Center for Safety in the Arts (CSA) is a national clearinghouse for research and education on hazards in the visual and performing arts, school art programs, and museums. The center publishes *The Art Hazards News* five times a year. The newsletter covers such topics as hazards, precautions, government regulations, lawsuits, calendar of events, and other topics related to hazards in the visual and performing arts, museums and school art programs. You may subscribe to the newsletter by contacting Art Hazards News, 5 Beekman St., Suite 1030, New York, NY 10038.

I also have current information available on safety and hazardous materials. Contact me at 444-4442.

HIV/AIDS EDUCATION
Rick Chiotti, Specialist
444-1963

HIV/AIDS school policy in Montana schools

All school districts in Montana need to develop a board-adopted, written policy on HIV/AIDS. The policy may be included within a general policy addressing all communicable diseases, or it may be a distinct policy specific to HIV/AIDS.

In either case, the policy should address the following: a) educational or employment access and accommodation for HIV-infected students or staff respectively, b) HIV/AIDS skills-based education for all students, and c) procedures for safely handling blood and other body fluids.

In October 1992, an informal, non-random survey regarding HIV/AIDS policy was given to district superintendents representing school districts from across Montana. The return rate for the survey was 88 percent.

Survey responses show the following:

- 72 percent of responding schools have a board-adopted written policy on HIV/AIDS. Of the 28 percent without a policy, one-fourth indicated they are currently developing a comprehensive HIV/AIDS policy.

Of the 72 percent of schools with policies:

- All of them include educational access and accommodations for HIV-infected students, and employment access and accommodations for HIV-infected staff.
- 90 percent include a requirement for HIV/AIDS education for all students in the policy. Of the 10 percent that do not include this in board policy, several schools indicated that HIV/AIDS education is required within their curriculum.
- 69 percent include procedures for safely handling blood and other body fluids (that is, universal precautions). Of the 31 percent that do not include these procedures in board policy, several schools indicated that procedures for safely handling blood and other body fluids are required through administrative procedures for addressing all communicable diseases.

School districts that have adopted a policy need to make sure the policy covers educational and/or employment access and accommodation, HIV/AIDS skills-based education, and safety procedures for safely handling blood and other body fluids.

The Office of Public Instruction has guidelines for school policy on communicable diseases, including HIV/AIDS, and complementary resources for developing, revising, and evaluating HIV/AIDS policies designed for the school setting.

In addition to the OPI materials, state and local public health agencies can provide information on procedures for safely handling blood and other body fluids. However, the OPI guidelines contain current medical and public health recommendations on these procedures.

Bulletin Board

Listings in the Bulletin Board do not necessarily imply endorsement by the Office of Public Instruction.

CONTESTS

Poster contest

The Parks Division of the Montana Department of Fish, Wildlife, and Parks is again sponsoring a statewide poster contest for Montana fifth graders. The contest theme this year is "What I Like About Montana State Parks."

The contest is an educational endeavor to enhance students' understanding, awareness, and appreciation of Montana's state parks. Potential topics include wildlife, prehistoric animals, pictographs, history, ghost towns, rivers, geology, recreation, and natural environment. Participating schools should submit their top five selections. From among these finalists, first-, second-, and third-place winners will be chosen to receive savings bonds. The school submitting the winning poster will also receive special gifts. For more information, contact Debbie Cheek, Department of Fish, Wildlife, and Parks, 1420 E. 6th Ave., Helena MT 59620 (444-4701). Deadline for entries is April 1, 1993.

Book cover design contest

Attention fifth-grade teachers: If your students can create terrific book cover designs that stress the benefits of a smoke-free lifestyle, the disadvantages of tobacco addiction, or the consequences of second-hand smoke, they could win trips to Disney World, bicycles, T-shirts, or savings bonds worth $100 to $1,000, plus heath education materials for their schools. The winning design could be featured on book covers distributed to nearly three million sixth graders during the 1993-94 school year. Deadline is March 19, 1993. Contact Janice Sand, American Cancer Society, Montana Division, 17 N. 26th, Billings, MT 59103-1080 (252-7111).

Student essay contest

The Nuclear Age Peace Foundation is sponsoring a student essay contest for all high school students. Participants must address the topic, "How can the United Nations be persuaded to adopt a bill of rights for future generations?" Prizes start at $1,500 for first place. Deadline is June 1, 1993. For details, contact the Nuclear Age Peace Foundation, 1187 Coast Village Rd., Suite 123, Santa Barbara, CA 93108.

GRANTS/SCHOLARSHIPS

Undergraduate Training Program

The National Security Agency is offering full tuition payment to any college or university, work every summer, and a guaranteed job after graduation to a few top high school graduates. Any student who chooses a full-time college major in any of the following will be considered for the Undergraduate Training Program: electrical or computer engineering; computer science, mathematics; or Asian, Middle Eastern, or Slavic languages. The agency is especially interested in recruiting minority candidates. For information, contact the National Security Agency, Manager, Undergraduate Training Program, Attn. M322 (UTP), Ft. Meade, MD, 20755-6000 (800-962-9398).

RESOURCES

Education law and opinions

The "State Reporter of Education Law" is an annual, expandable volume featuring the full text of opinions by Montana's Superintendent of Public Instruction as well as education-related opinions reported by courts and other administrative bodies. The State Reporter includes monthly updates and semi-annual indexes.

Sources for the State Reporter include the Montana Attorney General, Supreme Court, state district courts, Human Rights

(Continued on page 12)

Bulletin Board

(Continued from page 11)
Commission, Ninth Circuit Court of Appeals, Federal District Courts, U.S. Supreme Court, and Workers Compensation Court.

Each opinion is preceded by a summary. A subject index and table of cases is provided every six months.

These opinions constitute the resolution of judicial and administrative education cases that affect educators daily. The State Reporter contains answers to questions ranging from "How will Montana's funding system be made equitable?" to "If a parent falls on icy stairs at the school, is the janitor liable—or the school board?" For more information, contact State Reporter Publishing Co., P.O. Box 749, Helena, MT 59624 (227-7903).

SEMINARS/WORKSHOPS

Equity in early literacy
The Northwest Regional Educational laboratory is offering an institute called "Building Equity in Early Literacy: A Team Approach." The institute will help elementary schools improve their literacy programs by moving toward contemporary methods of teaching reading and writing. The institute will be held July 18-23, 1993, at Whitworth College, Spokane, WA. Contact Sherryl Glenn, Northwest Regional Educational Laboratory (503-275-9592) for details.

Library media retreat
Members of the Montana Library Association, School Library Media Division, will hold a retreat at the Izaak Walton Inn in Essex, April 23-24, 1993, in lieu of a spring conference. The program will include topics such as resource-based instruction, automation, networking, grant writing, and library cooperation. Informal time for socializing and hiking is also planned.

Contact Linda McCulloch, 5205 Deschamps Lane, Missoula, MT 59802 (258-6151, home; 549-4806, work). Reservations for the retreat must be paid by March 1, 1993.

Math solutions workshop
On March 13, 1993, Garfield School in Billings is sponsoring a Marilyn Burns workshop entitled "The Way to Math Solutions" (K-8). This workshop examines the new standards for teaching mathematics. Participants will learn to focus on problem solving in all areas of the curriculum, to organize the classroom for cooperative and individual learning, and to help students enjoy math while they increase skills and confidence. Participants will receive a course book full of practical and proven ideas for presenting effective problem-solving lessons.

Fee for the workshop is $115. Re-certification credits will be offered. The workshop is limited to 40 participants. Contact Carol Forney, Garfield School, 3212 1st Ave. S., Billings, MT 59101 (255-3843) for a reservation.

The 1993 legislature

(Continued from page 2)
tax revenues from districts in which one mill generates more tax revenue per pupil than the statewide average per pupil. The state would then redistribute the recaptured revenues among the poorer districts.

Keenan explained that the state's "property-rich" districts tend to lie in areas that are rich in natural resources. Given Montana's budget crisis, Keenan said, "we need to view things such as coal and oil fields as resources in the entire state's tax base, not just the local school district's."

Keenan said she expects the proposal to be controversial. "After all, Robin Hood was only popular with a portion of the population," she said. "But I think this is a discussion that must be brought forth for public debate."

If it's good for kids
The efficiency and equity debates are not unique to this legislative session, and they won't go away when the session ends, Keenan added. "As we respond to changing educational needs, circumstances, and technologies, calls for efficiency and equity will always be with us," Keenan said.

Tight financial circumstances have placed educators on the defensive for preserving and protecting what is good about Montana's educational system, Keenan said. "When I am faced with major policy decisions," she said, "I use a rule of thumb that keeps me grounded: 'If it's not good for kids, the answer is no. If it's good for kids, the answer is yes.' It will be our job this session to guide legislators repeatedly with this principle." ■

CALENDAR

February
I Love to Read Month—June Atkins, OPI, 444-3664
American History Month
American Music Month
Black History Month
1-5: National School Counseling Week
5: Emotionally Disturbed (ED) RoundTable, Billings—Susan Bailey, OPI, 444-2046
7-13: Business Professionals of America Week
13: Central Montana Reading Conference, Lewistown—June Atkins, OPI, 444-3664, or Barbara Walker, EMC, 657-2091
15-16: Mandt Training (Mandt System: Managing Non-Aggressive and Aggressive People), Helena—Susan Bailey, OPI, 444-2046
19: ED RoundTable, Great Falls—Susan Bailey, OPI, 444-2046
26: ED RoundTable, Kalispell—Susan Bailey, OPI, 444-2046
27: Northwest Reading Conference, Kalispell—Mickey Clugston, 755-7239

March
Music in Our Schools Month
National Nutrition Month
National Women's History Month
Youth Art Month
5: ED RoundTable, Butte—Susan Bailey, OPI, 444-2046
8-12: Newspapers in Education Week
14-16: Middle School Conference, Bozeman—Loran Frazier, SAM, 442-2510
18-19: Understanding Autism, Helena—Cindy Lewis, 444-2135
22: Mediation Training, Bozeman—Karey Conn, OPI, 444-0037
23-24: Special Education Monitoring Workshop, Bozeman—Linda Beadle, OPI, 444-5661
26: ED RoundTable, Wolf Point—Susan Bailey, OPI, 444-2046
31-April 1: National Council of Teachers of Mathematics Conference, Seattle

April
Mathematics Education Month
1-3: Montana Association of School Administrators, Helena—Loran Frazier, SAM, 442-2510
1-3: Assoc. of Gifted & Talented Education (AGATE), Billings—Michael Hall, OPI, 444-4422
2-3: Business Education Forum—Marion Reed, OPI, 444-4454
8-9: Mandt Training, Butte—Susan Bailey, OPI, 444-2046
14-16: Montana Assoc. of Secondary School Principals, Bozeman—Loran Frazier, SAM, 442-2510
18-20: Spring All Arts Conference, Helena—Christine Peña, OPI, 444-4442
19: Chapter 1 spring workshop, Chinook—Gwen Smith, OPI, 444-5660
20: Chapter 1 spring workshop, Glendive—Gwen Smith, OPI, 444-5660
21: Chapter 1 spring workshop, Polson—Gwen Smith, OPI, 444-5660
21: International Day for the Elimination of Racial Discrimination—Dept. of Public Info., United Nations, New York, NY 10017
22: Chapter 1 spring workshop, Billings, Anaconda—Gwen Smith, OPI, 444-5660
25-28: Montana Indian Education Association, Bozeman—Robert Fox, 673-3473 or 353-2827
25-27: State Traffic Education Conference, Fairmont Hot Springs—Curt Hahn, OPI, 444-4432
30: ED RoundTable, Hamilton—Susan Bailey, OPI, 444-2046

May
4: National Teacher Day
10-12: Montana's 1993 Special Education Conference (CEC), Missoula—243-4623
16-22: Bike Safety Week

June
6-12: Montana Institute for Effective Teaching of American Indian Children, Northern Montana College, Havre—Bob Parsley, OPI, 444-3013
16-18: Montana Association for Pupil Transportation, Helena—David Huff, OPI, 444-4396
20-27: Summer Visual Art Education Institute, Missoula—Christine Peña, OPI, 444-4442
21-22: Mandt Training, Bozeman—Susan Bailey, OPI, 444-2046
June, July, August: Advanced Driving Workshops, Lewistown—Curt Hahn, OPI, 444-4432

September
22-24: Annual Conference on Service for Children and Adolescents with Emotional Disturbance and their Families, Great Falls—Dick Wende, 791-2270
25-29: North American Assoc. for Environmental Education, Big Sky—Kurt Cunningham, 444-1267
29-Oct. 1: Montana Chapter 1 Fall Conference, Billings—Joan Morris, OPI, 444-3083

October
21-22: MEA Instruction and Professional Development Convention, Helena—Eric Feaver, 442-4250

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